

Year <u>2007-2008</u>	Paper PS1 <u>558</u>	Grade Level <u>5</u>	Score <u>3</u>
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TRAITS	Scores			
	4	3	2	1
Ideas		X		
Organization		X		
Voice		X		
Word Choice	X			
Fluency		X		
Conventions	X			

<b>Ideas</b>	The writer takes an every-day incident (her sister thinking the spider was after her) and develops this as an entertaining episode. The ideas are developed through details (giggled as her sister ran across the yard, put the spider in a Mason jar, was happy she was safe...even though it was hilarious)
<b>Organization</b>	Paragraphing shows how details are related. Transitions are simple, but effective (Before we had lunch, After she stopped scuttling...) The piece has a distinct beginning, middle, and ending.
<b>Voice</b>	Has strong voice for the grade level which comes through in the amusement and enthusiasm of the author toward her sister (I had giggled..., Ahh! My sister hollered.)
<b>Word Choice</b>	Uses precise language (massive spider, hilarious, high pitched loud scream) and strong verbs (hollered, announced, scuttling). Uses some figurative language (fast as a humming bird).
<b>Fluency</b>	The piece reads easily, with a good flow. Good variation in sentence beginnings and sentence structure. Many sentences are longer than typical, with some advanced constructions ("What happened is, Valerie thought...).
<b>Conventions</b>	This piece is conventionally very sound. Quotation marks and exclamation marks are used correctly, as well as spelling, capitalization and punctuation are solid. Ellipsis are used correctly, which is advanced for grade level.
<b>Comments</b>	

Year <u>2007-2008</u>	Paper <u>PS1 501</u>	Grade <u>5</u>	Score <u>1</u>
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TRAITS	Scores			
	4	3	2	1
Ideas				X
Organization				X
Voice				X
Word Choice				X
Fluency				X
Conventions				X

<b>Ideas</b>	Attempts response, but is off topic. Insects are never mentioned in the narrative.
<b>Organization</b>	Very disjointed. No flow. Events are not connected or related.
<b>Voice</b>	Voice is lacking.
<b>Word Choice</b>	Word choice is limited for 5 <sup>th</sup> grade student.
<b>Fluency</b>	Fluency is not apparent. Sentences ramble from one topic to another.
<b>Conventions</b>	Periods only appear at ends of lines, not sentences, making it difficult to read.
<b>Comments</b>	Although this story is a narrative, it is off topic, lacks focus and organization.

Year <u>2007-2008</u>	Paper <u>PS1 523</u>	Grade <u>5</u>	Score <u>2</u>
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TRAITS	Scores			
	4	3	2	1
Ideas			x	
Organization			x	
Voice			x	
Word Choice			x	
Fluency			x	
Conventions		x		

<b>Ideas</b>	Lacks details that move you through the story.
<b>Organization</b>	Chronology is out of sequenced/ disorganized. "We finally went home. Then I saw an other mosquito and it bit me again."
<b>Voice</b>	Author's voice is apparent. "I think they like my blood." "I felt so dizzy."
<b>Word Choice</b>	Ordinary word choice
<b>Fluency</b>	Predominately simple sentences. Disorganization hampers fluency.
<b>Conventions</b>	Most of the words are spelled correctly. Sentences have capitals and periods.
<b>Comments</b>	The details in this narrative are disorganized, making it difficult to read and understand.

Year <u>2007-2008</u>	Paper PS1 <u>505</u>	Grade Level <u>5th</u>	Score <u>4</u>
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TRAITS	Scores			
	4	3	2	1
Ideas	X			
Organization	X			
Voice	X			
Word Choice	X			
Fluency	X			
Conventions	X			

<b>Ideas</b>	Writer is focused on one topic; purposeful writing includes many sensory details that make a picture in the reader's mind
<b>Organization</b>	Strong opening, developed body, satisfying, logical conclusion; good chronological order; some transitions: "finally" "As I headed for a chair"
<b>Voice</b>	Hear the presence of the writer: "Well, I have." "Red ants may be small, but they pack a powerful punch" "I learned my lesson. Always look ahead"
<b>Word Choice</b>	Purposeful word choice: "close encounter" "gentle tickle" "plate full of delicious food" "throbbing, red legs" "scorching, hot" "rocking party"
<b>Fluency</b>	Demonstrates strong control over sentence construction; varied beginnings, several prepositional phrases, variety of sentence length
<b>Conventions</b>	Strong control over conventions: paragraphing, grammar, spelling, internal punctuation
<b>Comments</b>	This is a very strong 4 paper, exhibiting many characteristics above grade level. Not all four papers will be this strong.